



Australian Government

Department of Education, Employment and Workplace Relations

BSBATSIW515B Secure funding

Release: 1

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Modification History

Unit Descriptor

This unit covers the process of locating sources of funds, making applications and lobbying to maximise the organisations chances of securing funds for its activities.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Application of the Unit

This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify and contact funding bodies	1.1 Investigate and list mainstream Aboriginal and Torres Strait Islander sources of funding 1.2 Gather information about the potential funding body's priorities, key areas, and expected outcomes 1.3 Explain clearly funding requirements to potential funding sources
2 Prepare a case for funding	2.1 Form a team to oversee the funding application 2.2 Delegate tasks to staff if appropriate 2.3 Employ if necessary consultant services to provide technical assistance 2.4 Prepare a proposal that is related to the funding body's objectives, criteria and application requirements 2.5 Ensure all existing financial obligations with respect to the funding body are up to date
3 Promote the case for funding	3.1 Use the network to lobby the funding body 3.2 Advise key people of the progress and outcome of the application

- 4 Appeal if necessary
 - 4.1 Identify and document relevant appeal authorities and procedures for funding bodies
 - 4.2 Use the appeal system if required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

Oral and written communication

Ability to work in a team

Planning and prioritising

Evaluation and decision-making

Networking

Negotiation and lobbying

Required knowledge

The following knowledge must be assessed as part of this unit:

Cultural context - Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), Aboriginal learning styles, cultural business, family and community responsibilities and local history

Community control - community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes

Location and resources - organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available

Legal requirements - organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making

Organisation processes

Funding sources and their requirements

Appeal systems

Relevant consultancy services

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

Integrated demonstration of all elements of competency and their performance criteria; and

Appropriate funding sources are accessed to support the organisation's program

Context of and specific resources for assessment

Assessment must ensure:

This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations

Knowledge and performance to be assessed over time to confirm consistency in performance

Method of assessment

The following assessment method is appropriate for this unit:

Performance of Board duties, or through an accurate simulation of Board duties

Guidance information for assessment

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Application requirements may include:

- eligibility criteria
- demonstrable outcomes
- participation of certain groups eg. women, youth
- deadlines

Key people may include:

- Elders
- Committee
- management

Unit Sector(s)

empty
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Competency field

Regulation, Licensing and Risk - Governance
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